

Birth-through-Kindergarten (B-K)  
Licensure Options:  
More at Four Teachers  
Nonpublic Schools

Teacher Licensure Unit

# What you need to know...

- Need, purpose & goal of the OSR Teacher Licensure Unit/Programs
- NC Law & State Board of Education Policy-Teacher Licensure
- Program components of Teacher Licensure
- Teacher eligibility requirements
- Projected outcomes



# Need

## **614 More at Four teachers in nonpublic schools: Teacher Education**

- **63% (394) report BA/BS degree or higher** (some related fields); in various stages of B-K completion
- **36% (220) AA/AAS or working on AA/AAS-B-K**

## **B-K Licensure**

- **15% (95) B-K or Preschool Add-on** (most with Initial or SP 1 License)
- **1% (6) Provisional B-K License**
- **9.9% (61) other Teacher's License**
- **Majority (~452 teachers in nonpublic schools) working toward licensure**

Citation: Haenn, J.F. (2007). Evaluation of the North Carolina More at Four Pre-kindergarten Program: Year 5 (July 1, 2005 – June 30, 2006) Program Characteristics and Services. Raleigh, NC: Office of School Readiness, NC Department of Public Instruction.

# Why B-K Teacher Licensure?

- MAF Guidelines require MAF teachers to have a B-K license, regardless of the where services are offered (public or nonpublic classrooms—private child care centers & Head Start programs).
- Teachers working in public schools have options available through the public schools, unlike teachers in nonpublic schools.

# Routes to Licensure

## Traditional route

- Institutions of Higher Education (IHE) – accredited teacher education program
- Complete plan of study
- IHE recommends initial license
- Most IHEs still require public school placements to complete initially license (student teaching internships)

## Alternate route

- Regional Alternative Centers (RALC); also recommend for licensure
- IHE may offer alternate route
- Once initially licensed (SP1), no route for converting to a continuing license (SP2)

# Primary Goal – TLU

To provide an avenue and structure for MAF teachers in nonpublic schools to attain and maintain the B-K Standard Professional 2 (B-K SP 2) License (continuing license)—equivalent to options available to MAF teachers in public schools.

# North Carolina Law

- **General Statute...GS 115C & 296**

- Requires public school teachers to hold or be qualified to hold a certificate in accordance with SBE (NC State Board of Education) policy, and
- Grants absolute authority to the SBE to promulgate licensure requirements for professional educators.

- **Administrative Code**

- Section ...003 of the North Carolina Administrative Code also outlines specific rules/procedures for licensing of public school employees

Source: NCDPI, Licensure Update July 2007

# North Carolina State Board of Education (SBE) Policy

- Contains specific rules and regulations pertaining to teacher licensure issues
- The Licensure Manual is adopted by the SBE as State Board policy.

Source: NCDPI, Licensure Update July 2007



# NC State Board Action

- January 2007, North Carolina State Board of Education (SBE) grants OSR “licensing authority.”
- Authority permits OSR to provide teacher licensure services for More at Four teachers in nonpublic schools.
- The TLU has the responsibility to ensure the integrity and rigor of B-K teacher licensure process.

# Teacher Licensure Program Components

**Responsibility for planning, facilitating, managing the 3 components of the teacher licensure process:**

- 1. Beginning Teacher Support Program (BTSP)** (mentors and evaluators support initially licensed MAF teachers through the required 3-year initial licensure process (Lateral Entry Provisional B-K and B-K License Standard Professional 1.
- 2. Lateral Entry Teacher Program (LETP)** (determine teacher eligibility, request lateral entry provisional licenses, provide mentors & evaluators throughout lateral entry phase)
- 3. License Renewal Process** (track/monitor teachers' professional development progress & conduct appropriate teacher evaluations, during 5-year renewal cycle (Standard Professional 2) B-K or Preschool Add-on license.

# Program Components...continued

## BTSP (Beginning Teacher Support Program)

- Initially licensed MAF teachers with a lateral entry provisional B-K or B-K SP 1 license
- Collaborate with assigned TLU Mentor Teacher to develop an IGP (Individual Growth Plan)
- Complete requirements of the IGP
- Receive four observations/evaluations (satisfactory or above ratings per year on the Pre-Kindergarten & Kindergarten Teacher Performance Appraisal Instrument - PKKTPAI)
- Participate in orientation and professional development as prescribed by the TLU

## LETP (Lateral Entry Teacher Support Program)

1. Successfully complete (clear) all requirements of Lateral Entry Provisional B-K within 3 years of (minimum of six (6) semester hours annually)
2. Receive four observations/evaluations per year (3 years)
3. Participation is concurrent with the BTSP

# Teacher Eligibility

**To participate through the TLU, a MAF teacher**

- Must teach in MAF **nonpublic** school
- Must register with the TLU (contact TLU)

## **Teacher must have at least:**

- Birth-through-Kindergarten Standard Professional 1 license

**or**

- BA/BS degree in early childhood (EC), child development (CD), or a related field (family studies and/or psychology) from a Regionally Accredited Institution

**or**

- BA/BS degree + 24 semester hours in EC, CD, or related field

**and** an overall minimum 2.5 GPA

# Staffing to Support TLU Functions (infrastructure)

## **OSR TLU personnel:**

- Plan, administer and manage the licensure program and activities (selection, orientation/training, assign mentors, evaluators)
- Serve as liaison to DPI/Licensure Section
- Facilitate the provision of OSR-sponsored professional development (training) that meets teachers' needs as defined by Individual Growth Plans (IGP) that align with B-K teaching competencies, INTASC, NAEYC Licensing Standards
- **OSR B-K licensed program staff and contracted experts:**
  - Mentor MAF Teachers (provide guidance, support to initially licensed MAF teachers, develop IGP for BTSP)
  - Evaluate MAF Teachers  
(use Pre-K K TPAI to meet Lateral Entry & BTSP & continuing licensure requirements)

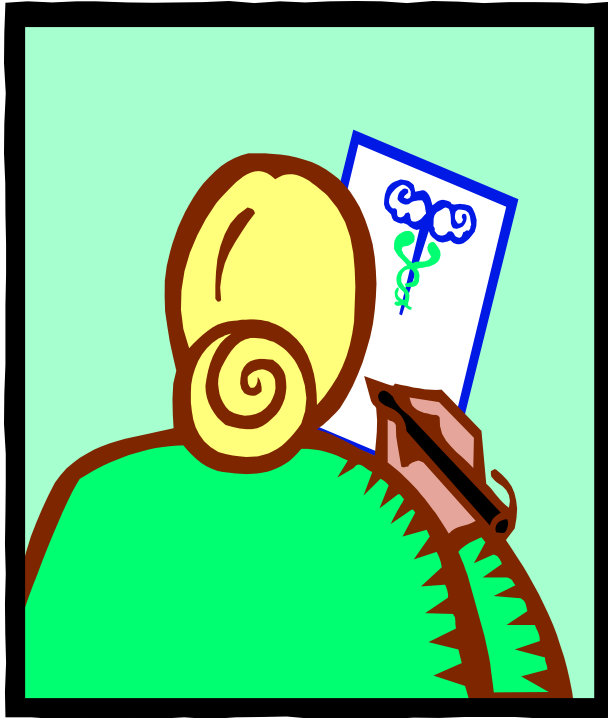
# OSR-Teacher Licensure Unit responsibilities...

- **Identify and match** eligible initially licensed (lateral entry provisional B-K and B-K SP1 teachers) with formally trained mentors.
- **Develop materials** to support and communicate the functions of the OSR-TLU.
- **Provide 10-day (prior to school start date) orientation & training** to teachers, directors, mentors, and evaluators (ongoing through OSR & in partnership with local MAF contractors).
- **Provide and/or arrange training for TLU mentors and evaluators**

# Mentor Teachers

- o Hold Birth-through-Kindergarten License Standard Professional 2 (B-K 2) – at least 3 years of classroom teaching experience (successful evaluations)
- o Commit to working with newly licensed teachers for up to three years
- o Complete 24-hour formal NC DPI Mentor Teacher Training
- o Assigned to mentor initially licensed (lateral entry provisional B-K or B-K SP1) teachers with less than 3 years preschool teaching experience
- o Provide consistent, ongoing support, communication, resources and feedback for MAF teachers in nonpublic school classrooms (onsite visits, phone calls, email, videotapes, meetings, seminars, and conferences) based on each teacher's assessed needs & **IGP (Individual Growth Plan)**

# Evaluators



Recruited/selected from:

- Higher education (2- & 4-year colleges/universities)
- Directors/administrators for public & private school preschool programs (at least EC, CD, B-K degrees/education)
- OSR TLU or Program Section personnel
- Other professionals with early childhood education, child development, or related field degrees & experience
- Formally trained to administer the Pre-Kindergarten & Kindergarten Teacher Performance Appraisal Instrument (PKKTPAI)



# Teacher Evaluation Procedures

- o **Formative** (informal)
- o **Summative** (formal) Evaluation (PKK TPAI)
- o Conducted by formally trained Mentors & Evaluators
- o Define strengths and needs
- o Measures and aligns with **B-K teacher standards** and indicators (competencies), *Foundations: Early Learning Standards*, **Interstate New Teacher Assessment Support Consortium Standards** (INTASC), **NAEYC teacher prep standards**, **National Board Professional Teaching Standards**
- o Use to support IGP & recommendation for B-K SP 2 Licensure
- o Pre-conference + 4 observations/evaluations, 2 per semester (4 per year) completed over 3 year period

# **Pilot Program**

## **February – April 2007**

### **Orientation, Training & Program Implementation**

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- **Held Mentor Teacher Training - 10 B-K SP 2 licensed teachers**
- **Conducted training on the PKK TPAI (Pre-Kindergarten & Kindergarten Teacher Performance Appraisal Instrument) Training for 9 evaluators to support BTSP**
- **Conducted BTSP (Beginning Teacher Support Program) Orientation for 27 Eligible MAF Teachers, site administrators, selected MAF contractors**
  - Catawba, Duplin, Durham, Greene, Johnston, Orange, Raleigh, Rowan, Wake, Wayne (meet lateral entry requirements and eligible for student teaching internship or B-K Standard Professional 1)
  - Mecklenburg (all B-K Standard Professional 1 Licensure)
  - Orientation included information about PKK TPAI & IGP (Individual Growth Plan) for MAF teachers, directors, mentors, and evaluators participating in the Pilot

# Teacher Licensure Requirements

(review...)

**Initially licensed teachers (lateral entry or B-K SP 1 licensure) enter Beginning Teacher Support Program (BTSP)**

1. Mentor assigned & works with teacher to develop Individual Growth Plan (IGP) based on needs assessment (PKKTPAI & other evidence)
2. Teacher receives 4 observations/evaluations each year by qualified/trained evaluator (satisfactory or above)
3. **Lateral Entry Licensed Teachers:** TLU provides evaluation results to IHEs or RALCs to move teacher from LE to SP1 or SP2, depending on teaching experience
4. **B-K SP1 Licensed Teachers:** TLU recommends teacher for SP 2, based on successful completion of the BTSP (IGP+ evaluations)

# License Renewal

- o More at Four guidelines require teachers hold and maintain a valid Birth-Kindergarten (B-K SP 2) Licensure issued by the North Carolina State Board of Education (SBE).
- o Ensures updating of professional knowledge, practices and technical competencies.
- o Complete a minimum of 150 credits (clock hours) or 15 units (1.0 continuing education unit = 10 clock hours) or 10 semester hours of professional development within a **5-year renewal period** or a combination of teaching experience and professional development. One (1) year of teaching experience = 1.0 unit.

# Program Outcomes

- Increase access to the NC teacher licensure process
- Increase the number of B-K SP 2 Licensed teachers in non-public school More at Four classrooms
- Improve teacher performance (Mentors, Observations, PKKTPAI)
- Increase the number of high-quality, B-K SP2 Licensed and formally trained mentor teachers (support the Beginning Teacher Support Program)
- Increase teacher retention rates ( teachers who remain in the MAF program from year to year)

For more information contact  
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